

Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Psychosocial & Spiritual Care

Title	Provide Life-Death Education to Elderlies
Code	106128L5
Range	This Unit of Competency is applicable to employees in the elderly care service industry handling casework. This competency involves the ability of critical analysis, assessment and integration of information from various sources. Employees are required to integrate elderlies' needs for life-death education with relevant information on such education, and provide them with appropriate information, so as to encourage elderlies to face life and death from a positive perspective.
Level	5
Credit	3 (For Reference Only)
Competency	<p>Performance Requirements</p> <p>1. Relevant knowledge on life-death education</p> <p>Be able to</p> <ul style="list-style-type: none"> • Understand the objectives of life-death education and its importance to elderlies, including <ul style="list-style-type: none"> ○ Review and assure them the meaning of their own life ○ Enhance their knowledge on after-death arrangement ○ Build a positive attitude towards death • Understand the relevant skills to provide life-death education, including <ul style="list-style-type: none"> ○ Assist elderlies to review different stages of their life ○ Assist elderlies to sort out their values in life • Understand the relevant knowledge on life-death education, including <ul style="list-style-type: none"> ○ Writing a will ○ Planning their estate ○ After-death arrangement, for example, <ul style="list-style-type: none"> ▪ Make a death registration ▪ Management of body of the deceased ▪ Funeral services ○ Relevant ordinance and legal procedures ○ Views on life and death in various cultures and religions • Understand the skills to assess elderlies' needs for life-death education • Understand the skills to manage elderlies' emotions triggered by the life-death education • Understand relevant community resources available and procedures to apply for such resources <p>2. Provide elderlies with life-death education</p> <p>Be able to</p> <ul style="list-style-type: none"> • Get to know how well the elderlies know about life and death by talking to them or asking them to fill out a questionnaire, so as to analyse their needs for life-death education, for example <ul style="list-style-type: none"> ○ Level of understanding of life-death education ○ Level of acceptance of life-death education ○ Expectations on its content and format ○ How ready they are to share their wishes with their families • Design the content and format of life-death education according to elderlies' needs, for example <ul style="list-style-type: none"> ○ Life review support group ○ After-death planning seminar

Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Psychosocial & Spiritual Care

	<ul style="list-style-type: none"> ○ A trip to watch a burial ceremony at sea ○ Join a camp where elderlies and their families spend time together ● Contact relevant professional institutions which help provide the latest relevant information to elderlies ● Closely monitor the process of the entire activity, pay attention to the emotional status of elderlies and handle appropriately ● Arrange sufficient and appropriate manpower, for example, deploy trained workers on life-death education to manage elderlies' emotions ● Conduct follow-up work after life-death education, for example, <ul style="list-style-type: none"> ○ Collect elderlies' opinions on the activity, conduct evaluation and make improvement ○ Arrange individual counselling or make referral to relevant community support service for elderlies <p>3. Exhibit professionalism</p> <p>Be able to</p> <ul style="list-style-type: none"> ● Respect the autonomy of elderlies when providing life-death education ● Respect the views on life and death in various cultures and religions
Assessment Criteria	<p>The integrated outcome requirements of this Unit of Competency are:</p> <ul style="list-style-type: none"> ● Ability to analyse elderlies' needs for life-death education; provide them with appropriate life-death education, and assist them to face life and death positively; and ● Ability to arrange appropriate follow-up actions or make referrals according to the needs of individual elderlies.
Remark	